

Unit Title:	Recognise diversity when delivering customer service
Unit number	B4
Level:	2
Credit value:	5
Guided learning hours:	33

Unit purpose and aim

Many customer service situations involve dealing with diverse groups of people inclusively and with respect. Responses to diversity can lead to discrimination that might or might not be deliberate. Discrimination can result from simply not knowing the beliefs and preferences of different groups or may result from actions based on stereotyping rather than on solid evidence obtained from the customer. This unit is about how the learner can establish their customer's expectations and needs in a way that takes full account of them as an individual. The unit also covers the way the learner provides customer service to diverse groups of customers each of which has common likes and dislikes.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Respect customers as individuals and promote equality in customer service</p>	<p>The Learner can:</p> <p>1.1 Observe verbal and non-verbal clues that provide information about their customer's expectations and needs</p> <p>1.2 Identify and avoid features of stereotypes that might be applied to their customer that could carry the risk of causing offence</p> <p>1.3 Identify aspects of their customer's appearance or communication which risk leading them to treat the customer differently</p> <p>1.4 Consider aspects of their customer's appearance or communication in the light of their own beliefs about various groups of people that include their customer</p>	<p>Candidates must have an understanding of:</p> <ul style="list-style-type: none"> • Customer expectations/needs and how they can be identified • How to ensure that they give all customers the same amount of respect • How a person's looks and/or communication can provide a false impression • How to question a customer to confirm their impressions of their expectations and needs • How to adjust the way they deal with a customer where their original impressions have changed after investigation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>1.5 Question their customer to ensure that the impressions they are forming about their expectations and wishes are based on sound evidence</p> <p>1.6 Adjust their interpretation of the customer's expectations and wishes as a result of further evidence they have collected by talking to their customer</p>	
<p>2 Adapt customer service to recognise the different needs and expectations of diverse groups of customers</p>	<p>2.1 Follow organisational procedures and guidelines that seek to make customer service inclusive for diverse groups of customers</p> <p>2.2 Show respect for their customer's individual beliefs, expectations and needs that may result from membership of a particular group</p> <p>2.3 Vary their approach to their customer to take account of beliefs, expectations and needs that result from membership of a particular group</p> <p>2.4 Work with colleagues to identify consistent approaches that team members should adopt when dealing with a particular group</p>	<p>Candidates must have an understanding of:</p> <ul style="list-style-type: none"> • The organisational procedures and guidelines to meet the requirements of diversity and inclusion • How to respect customers from all backgrounds • Working as part of a team to ensure a consistent approach when dealing with diverse groups of customers
<p>3 Understand how to recognise diversity when delivering customer service</p>	<p>3.1 Explain the importance of recognising diversity in relation to age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyle, beliefs, physical appearance, social class and economic status</p> <p>3.2 Explain why consideration of diversity and inclusion issues affect customer service</p>	<p>Candidates must have an understanding of:</p> <ul style="list-style-type: none"> • The importance of recognising diversity • How diversity and inclusion affects the delivery of customer service • How to interpret verbal and non-verbal clues from customers

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.3 Describe organisational guidelines to make customer service inclusive for diverse groups of customers 3.4 Explain how to observe and interpret non-verbal clues 3.5 Describe how to listen actively for clues about their customer's expectations and needs 3.6 Identify techniques for obtaining additional information from customers through tactful and respectful questions 3.7 Describe behaviour that might cause offence to specific groups of people to whom they regularly provide customer service 3.8 Explain how to impress specific groups of people to whom they regularly provide customer service	<ul style="list-style-type: none"> • How to listen for clues when talking to customers and using questioning techniques to gather further information • Different types of behaviour which may cause offence to others • How to give a good impression to diverse groups of people

Assessment

This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

Evidence requirements

1. Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. (*Guidelines for a Realistic Working Environment can be found in the OCR Customer Service Centre Handbook which can be downloaded from the OCR website: www.ocr.org.uk*).
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your evidence must show that you have developed your approach to diversity taking account of:
 - a relevant legislation
 - b sector or industry codes of practice

- c the policies and procedures of your own organisation
5. You must provide evidence that you have recognised diversity when delivering customer service to people from different groups in relation to four of these sources of diversity:
- a age
 - b disability
 - c national origin
 - d sexual orientation
 - e values
 - f ethnic culture
 - g education
 - h lifestyle
 - i beliefs
 - j physical appearance
 - k social class
 - l economic status
6. You must provide examples of situations when you have adapted your behaviour to:
- a deliberately adopt different approaches to different groups of customers
 - b deliberately adopt a consistent approach to groups of customers who you recognise as having diverse requirements

Guidance on assessment and evidence requirements

Please refer to the OCR Customer Service Centre Handbook available from the OCR website www.ocr.org.uk

National Occupational Standards (NOS) mapping/signposting

This unit maps fully to competences outlined in the Customer Service 2010 (Institute of Customer Service) suite of National Occupational Standards.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk